

Mapping the DfES primary induction programme to the national occupational standards for teaching assistants - Behaviour Management module

Outline content of Behaviour Management module for teaching assistants in primary schools		National Occupational Standards for TAs													
		2-1 Help with classroom resources and records	2-2 Help with the care and support of pupils	2-3 Provide support for learning activities	2-4 Provide effective support for your colleagues	2-5 Support literacy and numeracy activities in the classroom	3-1 Contribute to the management of pupil behaviour	3-2 Establish and maintain relationships with individual pupils and groups	3-3 Support pupils during learning activities	3-4 Review and develop your own professional practice	3-5 Assist in preparing and maintaining the learning environment	3-6 Contribute to maintaining pupils records	3-7 Observe and report on pupil performance	3-8 Contribute to the planning and evaluation of learning activities	3-9 Promote pupils' social and emotional development
Pre-course preparation															
1	Considering rewards, other consequences and rules (background reading and activity)		■	●			□	●	□	□					□
2	The learning climate - building relationships (background reading)		■	□			□	□	■	□					■
3	Creating a framework for classroom support (background reading)		□					■							■
Session 1 Strategies and approaches for positive behaviour management															
4	Importance of high-quality relationships		□	□				□	□	□					□
5	Significance of language in building pupil success		□	□			□	□	□	□					□
6	Importance of working within a framework of principles							□	□						□
7	Impact and influence of adult behaviour		□					□	□						□
8	Plan for good behaviour		□	□			□	■	□	□					□
9	Work within the 4Rs framework		■					■	■						□
10	Separate the (inappropriate) behaviour from the child														
11	Use the language of choice		■												■
12	Focus on primary behaviours														
13	Actively build trust and rapport		■	■				■	■	■					■
14	Model the behaviour that you want to see		□					□							□
15	Follow up on issues that count		□					□	□						
16	Work to repair and restore relationships							□							
17	Considering positive practice		□	□				□		□					□
Session 2 Effective practice in action															
18	Observation of strategies and approaches for positive behaviour management (video)		■	■				■	■	■					■
Further activities for after the course															
19	Talking through understanding with mentor		■					■	■		▲				
20	Opportunities to praise pupils		□	□			□	□	□	□					□
21	Re-framing language positively							▲							
22	Observation notebook							●			●				

KEY

- Awareness raising
- Developing knowledge

- ▲ Applying knowledge and practising skills
- Opportunity to generate evidence

Mapping the DfES primary induction programme to the national occupational standards for teaching assistants - Behaviour Management module

Outline content of Behaviour Management module for teaching assistants in primary schools		National Occupational Standards for TAs													
		3-10 Support the maintenance of pupil safety and security	3-11 Contribute to the health and well-being of pupils	3-12 Provide support for bilingual or multilingual pupils	3-13 Support pupils with communication and interaction difficulties	3-14 Support pupils with cognition and learning difficulties	3-15 Support pupils with behavioural, emotional and social development needs	3-16 Provide support for pupils with sensory and/or physical impairment	3-17 Support the use of ICT in the classroom	3-18 Help pupils to develop their literacy skills	3-19 Help pupils to develop their numeracy skills	3-20 Help pupils to access the curriculum	3-21 Support the development and effectiveness of work teams	3-22 Develop and maintain working relationships with other professionals	3-23 Liaise effectively with parents
Pre-course preparation															
1	Considering rewards, other consequences and rules (background reading and activity)			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2	The learning climate - building relationships (background reading)			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3	Creating a framework for classroom support (background reading)														
Session 1 Strategies and approaches for positive behaviour															
4	Importance of high-quality relationships														
5	Significance of language in building pupil success			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6	Importance of working within a framework of principles														
7	Impact and influence of adult behaviour														
8	Plan for good behaviour			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9	Work within the 4Rs framework														
10	Separate the (inappropriate) behaviour from the child														
11	Use the language of choice														
12	Focus on primary behaviours														
13	Actively build trust and rapport			<input type="checkbox"/>											
14	Model the behaviour that you want to see														
15	Follow up on issues that count														
16	Work to repair and restore relationships														
17	Considering positive practice														
Session 2 Effective practice in action															
18	Observation of strategies and approaches for positive behaviour management (video)														
Further activities for after the course															
19	Talking through understanding with mentor														
20	Opportunities to praise pupils			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
21	Re-framing language positively														
22	Observation notebook														

KEY

- Awareness raising
- Developing knowledge

- Applying knowledge and practising skills
- Opportunity to generate evidence